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ABSTRACT

Four curriculum modules provide instruction on aspects of infant and toddler child care services. Contents concern budgeting, center characteristics, curriculum planning, and environmental design for infant and toddler programs. The color-coded modules list objectives and resources, and provide information and assignment sheets, sample forms and diagrams, and bibliographies. (RH)

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INFANT AND TODDLER CARE

CHILD CARE SERVICES

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Budgeting Infant/Toddler Programs

INFANT AND TODDLER CARE
CHILD CARE SERVICES

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MODULE TITLE: Budgeting Infant/Toddler Programs

Unit: Infant and Toddler Care

UNIT OBJECTIVE: The learner will set up a budget for an infant/toddler child care program.

SPECIFIC OBJECTIVES:

1. Match terms associated with financial records.
2. List sources of a center's income.
3. List expenditures a center might have.
4. List information needed before preparing a budget.
5. State prerequisites for accurate record keeping.
6. Set up a budget for an infant/toddler program.
7. Select from a list guidelines for evaluating record keeping practices.

RESOURCES:

Guest speakers from a for-profit center and a non-profit center to explain financial planning in their centers.

Caring for Children, Draper and Draper, Chapter 20, "Managing Center Operations."

Oklahoma Child Care Services Guide, Volume II.

Managing the Day Care Dollars, Gwen G. Morgan.

Guest speaker from an insurance company to explain the types of insurance needed by an Infant/Toddler child care program and the cost.

Child Day Care Center Standards, North Carolina Department of Human Resources.

INFORMATION SHEETS
BUDGETS FOR INFANT/TODDLER PROGRAMS

I. TERMS AND DEFINITIONS

A. Budget - A plan for itemized expenses and income for a given period of time.
B. Start-up Budget - All the one-time-only expenses that are involved in getting a center started.
C. Operating Budget - A yearly plan for the income and expenses once the program is operating at its full planned capacity.
D. Income - The money coming into a company.
E. Expenses - The money going out of a company that pays operating costs.
F. Balance - The amount on hand in an account.
G. Attendance - The number of children who actually come to the child care program at any given time.
H. Enrollment - The number of children who have been obligated by their parents to attend the center during a given time.
I. Fees - The price to be paid for the service of child care.
J. Sliding Fee - Fees that vary according to the ability to pay.
K. Profit - The excess of income after all costs and expenses are paid.
L. For-Profit Organization - One in which a person or group expects that an excess in income will exist.
M. Non-profit Organization - One that is created with the expectations of breaking even and uses any excess income within the program.
N. Salary - Amount which is paid for work or services.
O. Fringe Benefits - Compensations other than wages for services such as insurance, vacations, sick leave, or paid training.
P. Credit - A means of obtaining items now and promising to pay at a later date.
Q. Receipt - Written proof of payment.
R. Subtotal - A cumulative total to which more may be added.
S. FICA (Federal Insurance Contribution Act) - Social Security Tax.
T. Withholding Tax - Any amount deducted from wages for federal or state tax collecting agencies.
U. Workers' Compensation - This is determined by the number of staff and/or the amount of the payroll and requires an employer to be liable for safe working conditions.

INFORMATION SHEETS

II. Sources of income for infant/toddler programs.
- A. Tuition (Children's fees)
- B. Registration fees
- C. Contributions
- D. Food Reimbursement
- E. Funds from Federal or State sources
- F. Miscellaneous sources

III. Possible expenses for infant/toddler programs.
- A. Personnel
  1. Salaries
  2. Employment benefits
- B. Program
  1. Classroom supplies
  2. Equipment repairs
  3. Equipment replacement
- C. Office
  1. Equipment
  2. Supplies
  3. Printing and mailing
  4. Telephone
- D. Occupancy
  1. Rent or mortgage payment
  2. Repair and up-keep
  3. Utilities
  4. Cleaning supplies
  5. Insurance
- E. Nutrition and Health
  1. Food
  2. Paper products
  3. Kitchen equipment
  4. First aid
  5. Disposable diapers
- F. Miscellaneous
  1. Transportation (Mileage)
  2. Day care licensing tax
  3. Advertising
  4. Liability insurance
  5. Legal services
  6. Contingencies

INFORMATION SHEETS

IV. Information needed before preparing a budget.

A. Budget salaries of all personnel involved in the program. Consider the training and experience of each.

B. Determine the fees to be charged with the following considerations:

1. The amount must be reasonable based on the type of program.
2. The amount necessary to pay for the quality of staff.
3. The amount that other centers in the community charge.
4. Ten percent of family income can be used to estimate what a family may be willing to pay.
5. The cost per child per year may be used as a basis. A formula that could be used is:

$$\frac{\text{The annual salary of 1 teacher}}{\text{Number of children per staff member}} \times 2 = \text{Cost/Child/Year}$$

(Therefore, a center paying its teachers $12,000 on the average to care for 6 children needs an income of $4,000 per child per year.) (Morgan, 1982)

6. A sliding fee may be used for low income families.
7. Federal and state assistance programs are available for low income families.

C. Social Security is required by law. Currently, 7.51 percent is contributed by the employer.

D. Workmen's Compensation is required of companies having three or more employees in North Carolina. Contact a local insurance agency for the cost for a particular center. Costs will vary according to staff and number of children in the center.

E. Unemployment Insurance Tax must be paid on employees. Contact the Employment Security Commission for specific percentage to be paid.

F. Decide what total benefits will be provided.

G. Decide what consultants will be employed: doctor, training specialist, attorney.

H. Decide what services will be used other than staff: cleaning services, diaper services, accounting services.

I. Plan for staff development to be provided on an annual basis.

J. Check on possible increases in rent, and utilities costs.

K. Consider materials that are consumables which will be used up in one year.

L. Plan for replacement and repair of equipment.

M. Include any repayment of loans other than mortgage that were used to start up the program.

N. Include any miscellaneous funds for unexpected expenses.

O. Study and plan for relative percentages that are appropriate for different functions of the budget. Refer to page 17 in Managing Day Care Dollars, Gwen G. Morgan.

P. Determine whether disposable diapers will be provided by the center or by the parents.

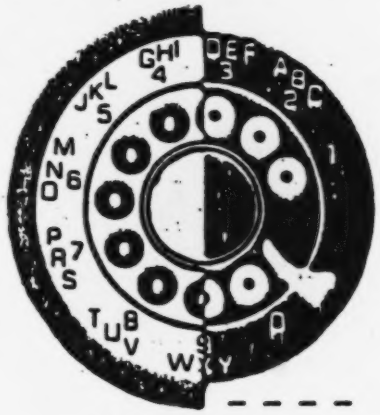
INFORMATION SHEETS

V. Prerequisites to accurate record keeping.
   A. Refer to the "Record Keeping" section Unit II of the "Program Planning" module in the Oklahoma Guide to Child Care, Volume II. Information is on page CCII-51-A.
   B. Twelve controls are outlined in detail in Managing Your Day Care Dollars by Gwen G. Morgan. Refer to page 86.

VI. Guidelines for evaluating record keeping practices.
   A. Refer to the "Record Keeping" section Unit II of the "Program Planning" module in the Oklahoma Guide to Child Care, Volume II. Information is on page 52-A.

Assignment Sheet #1
Terms and Definitions

Find the matching term by decoding the coded words.



1. 3337 - - - -

2. 283438 - - - - - -

3. 9675377 - - - - - - -

   266736728466 - - - - - - - - - - - - -

4. 7543464 - - - - - - -

   333 - - -

5. 78278-87 - - - - - - - -

   283438 - - - - - -

6. 94844653464 - - - - - - - - - - -

   829 - - -

7. 462663 - - - - - -

8. 367-776348 - - - - - - - - -

9. 273348 - - - - - -

10. 673728464 - - - - - - - - -

    283438 - - - - - -

11. 3422 - - - -

12. 39736737 - - - - - - - -

13. 3676556368 - - - - - - - - - -

14. 78286825 - - - - - - - -

15. 2252623 - - - - - - -

16. 725278 - - - - - -

17. 7323478 - - - - - - -

18. 2883632623 - - - - - - - - - -

19. 776348 - - - - - -

20. 374643 - - - - - -

    23633487 - - - - - - - -

21. 666-776348 - - - - - - - - -

Assignment Sheet #1 (continued)

DEFINITIONS:

1. The price to be paid for the service of child care.

2. A plan for itemized expenses and income for a given period of time.

3. This is determined by the number of staff and/or the amount of the payroll and requires an employer to be liable for safe working conditions.

4. Fees that vary according to the ability to pay.

5. All the one-time-only expenses that are involved in getting a center started.

6. Any amount deducted from wages for federal or state tax collecting.

7. The money coming into a company.

8. One in which a person or group expects that an excess in income will exist.

9. A means of obtaining items now and promising to pay at a later time.

10. A yearly plan for the income and expenses once the program is operating at its full planned capacity.

11. Federal Insurance Contribution Act-Social Security Tax.

12. The money going out of a company that pays operating costs.

13. The number of children who have been obligated by their parents to attend the center during a given time.

14. A cumulative total to which more may be added.

15. The amount on hand in an account.

16. That which is paid for work or services.

17. Written proof of payment.

18. The number of children who actually come to the child care program at any given time.

19. The excess of income after all costs and expenses are paid.

20. Compensations other than wages for services such as insurance, vacations, sick leave, or paid training.

21. One that is created with the expectations of breaking even and uses any excess income within the program.

ASSIGNMENT SHEET #2
SET UP A BUDGET FOR A QUALITY INFANT/TODDLER PROGRAM

DIRECTIONS: Preparing a budget for a child care center requires critical skill. The task is difficult but necessary for the successful management of an organization. Budgets for infant/toddler programs are unique in staff requirements. These programs require more staff for the number of children enrolled than programs for older children. It is difficult for a for-profit infant/toddler program to make a lot of profit due to the low number of children for each staff member. An infant/toddler program would profit more financially in conjunction with a program for preschool children. Budget items will vary in many respects. Some centers may receive income from several sources other than tuition. Some will receive governmental assistance due to low income families. The location of the center will also affect the budget.

Study the sample budget. The budget is prepared for a quality infant/toddler program. Staff members are paid according to their education and experience and there is a high number of staff per child. By interviewing a director of a child care center or by using other resources, set up a budget for a quality infant/toddler program for 30 children. Use the form provided.

SAMPLE YEARLY OPERATING BUDGET

SAMPLE BUDGET IS FOR AN INFANT/TODDLER PROGRAM SERVING 9 INFANTS AND 11 TODDLERS

SAMPLE YEARLY OPERATING BUDGET

INCOME

Tuition Fee	81,000.00
Registration Fee	1,000.00
Private Donations	1,000.00
Community Donations	
School Food Service Reimbursements	1,500.00
Other Income	1,000.00
TOTAL INCOME	$85,500.00

EXPENSES

PERSONNEL

Position	Salary	Number of Persons	Percent Of Time	Months Employed	Cost
Director	14,000 yr.	1	100%	12	14,000.00
Lead Teacher	10,000 yr.	2	100%	12	20,000.00
Asst. Teacher	8,000 yr.	2	100%	12	16,000.00
Teacher's Aide					
Custodian					
Cook					
Substitutes	$30 X 20 days				600.00
Increase in Salary (6% of total personnel cost)					3,000.00
				PERSONNEL SUBTOTAL	53,600.00

EMPLOYMENT BENEFITS

Insurance for Staff	
Staff Development	500.00
FICA	4,025.00
Workmen's Compensation	250.00
Unemployment Insurance Tax	1,337.00
BENEFITS SUBTOTAL	6,112.00

PROGRAM

Classroom Supplies	800.00
Equipment Repairs	200.00
Equipment Replacement	400.00
PROGRAM SUBTOTAL	1,400.00

OFFICE

Equipment	100.00
Supplies	300.00
Printing and Mailing	100.00
Telephone	360.00
OFFICE SUBTOTAL	860.00

OCCUPANCY

Rent or Mortgage	7,200.00
Repair, Up-keep	200.00
Utilities	1,200.00
Cleaning supplies	300.00
Insurance	400.00
OCCUPANCY SUBTOTAL	9,300.00

NUTRITION AND HEALTH

Food	2,100.00
Paper Products	200.00
Kitchen Equipment	200.00
First Aid	100.00
Disposable Diapers	7,200.00
NUTRITION AND HEALTH SUBTOTAL	9,800.00

MISCELLANEOUS

Transportation (mileage 21¢ per mile)	100.00
Day Care Licensing Tax	20.00
Advertising	250.00
Liability Insurance	1500.00
Accident Insurance on Children	120.00
Legal Services	600.00
Contingency	300.00
MISCELLANEOUS SUBTOTAL	2890.00
TOTAL EXPENSES	83,962.00

Yearly Operating Budget

INCOME

Tuition Fee....._____

Registration Fee....._____

Private Donations....._____

Community Donations....._____

School Food Service Reimbursement....._____

Other Income....._____

TOTAL INCOME _____

EXPENSES

PERSONNEL

Position	Salary	Number of Persons	Percent of Time	Months Employed	Cost
Director					
Lead Teacher					
Assistant Teacher					
Teacher's Aide					
Custodian					
Cook					
Substitutes					

Increase in Salary (6% of total personnel cost) _____

PERSONNEL SUBTOTAL _____

EMPLOYMENT BENEFITS

Insurancefor Staff....._____

Staff Development....._____

FICA....._____

Workmen's Compensation....._____

Unemployment Insurance Tax....._____

BENEFITS SUBTOTAL _____

PROGRAM

Classroom Supplies....._____

Equipment Repairs....._____

Equipment Replacement....._____

PROGRAM SUBTOTAL _____

OFFICE

Equipment....._____

Supplies....._____

Printing and Mailing....._____

Telephone....._____

OFFICE SUBTOTAL _____

OCCUPANCY

Rent or Mortgage....._____

Repair, Up-keep....._____

Utilities....._____

Cleaning supplies....._____

Insurance....._____

OCCUPANCY SUBTOTAL _____

NUTRITION AND HEALTH

Food....._____

Paper Products....._____

Kitchen Equipment....._____

First Aid....._____

Disposable Diapers....._____

NUTRITION AND HEALTH SUBTOTAL _____

MISCELLANEOUS

Transportation (mileage 21¢ per mile)....._____

Day Care Licensing Tax....._____

Advertising....._____

Liability Insurance....._____

Accident Insurance on Children....._____

Legal Services....._____

Contingency....._____

MISCELLANEOUS SUBTOTAL _____

TOTAL EXPENSES _____

ASSIGNMENT SHEET #3
BUDGET FOR MINIMUM STANDARDS INFANT/TODDLER PROGRAM

DIRECTIONS: Using the form for a yearly operating budget from Assignment Sheet #2, prepare a budget using the North Carolina minimum standards for staff/child ratio. Refer to the North Carolina Child Day Care Center Standards from the Department of Human Resources for information on staff/child ratios. Also use salary ranges that are commonly paid in your community. Contact several day care operations for this information. A survey of the community day care centers to determine average fees and salaries would be helpful.

AGE GROUP	NO. OF CHILDREN	NO. OF STAFF
Infants.....	_____	_____
Toddlers.....	_____	_____

AVERAGE FEES

Infants.....	_____
Toddlers.....	_____

STAFF POSITIONS:	AVERAGE SALARIES
Director.....	_____
Lead Teacher.....	_____
Assistant Teacher.....	_____
Teacher's Aide.....	_____
Custodian.....	_____
Cook.....	_____
Substitutes.....	_____

Bibliography

Draper, Mary Wanda, and Henry E. Draper. Caring For Children. Illinois: Bennett and McKnight, 1979.

McAdams, Janice Wheelon. Directing A Child Care Program: A Course for Administrators. North Carolina: Dept. of Community Colleges, 1983.

Morgan, Gwen G. Managing the Day Care Dollars. Massachusetts: Steam Press, 1982.

Oklahoma State Board of Vocational and Technical Education. Child Care Volume II. Oklahoma: State Department of Vocational and Technical Education, 1982.

Centers for Infants and Toddlers

INFANT AND TODDLER CARE
CHILD CARE SERVICES

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MODULE TITLE:
CENTERS FOR INFANTS AND TODDLERS

UNIT: INFANT AND TODDLER CARE

UNIT OBJECTIVE: The learner will give care to ensure that the infants' and toddlers' needs are met.

SPECIFIC OBJECTIVES:

1. Match terms associated with infant and toddler care to the correct definition.
2. Select from a list responsibilities of infant and toddler caregivers and care centers.
3. Research the licensing standards for infant and toddler caregivers and care centers.
4. Describe quality infant/toddler programs.

RESOURCES:

Parenting and Teaching Young Children, Chapters 19 and 28

Infant and Toddler Programs, Chapter 4

Caring for Children, Chapter 14

Developmentally Appropriate Practice, NAEYC

Child Day Care Center Standards, N.C. Department of Human Resources

Infant Caregiving, Chapters 1, 10, and 11

On The Job, filmstrip set

Meeting the World, Parent's Magazine Video

What Every Baby Knows, The Working Parent, Video

Information Sheets

I. TERMS AND DEFINITIONS

A. Infant-Child from birth to 12 months

B. Toddler-Child from approximately 12 months to 3 years

C. Child Care Center-Any child care arrangement where 3 or more children less than 13 years of age receive care away from their home

D. Child Day Care Standards-Rules which establish minimum requirements for health, sanitation, safety, and operational procedures

E. Child Day Care Law-The government regulations that protect children placed in day care facilities or in child care arrangements by establishing minimum requirements for operation

F. Staff-Child Ratio-The number of staff members in proportion to the number of children in a group setting

G. Staff Development-Training for staff members that allows the person to become a more knowledgeable worker

II. RESPONSIBILITIES OF AN INFANT/TODDLER CAREGIVER

A. General Duties

1. Make decisions on how and when to feed, dress, and diaper

2. Controls temperature of the room and adjusts clothing and cover

3. Chooses position for holding, sitting and laying the child

4. Responds to child's cries

5. Requires patient, warm, loving personality

6. Detects small changes in child's behavior

7. Cooperates with parents in reporting child's responses in feeding, diapering and other daily activities

8. Uses a positive approach in guiding behavior such as praise and encouragement

9. Recognizes accomplishment of developmental tasks and prepares for the next steps in development

10. Plays and communicates with the child

11. Balances the experiences of the child from quiet to active

12. Responds quickly to each individual child's needs

13. Understands the social, emotional, cognitive, physical, and motor needs of the child

B. Physical and Motor Development

1. Provides objects for the child to kick, hold and look at

2. Arranges toys for infants to manipulate

3. Provides a variety of safe objects for exploration

4. Provides opportunities and encourages rolling over, sitting, crawling, pulling to stand, standing and walking

5. Provides small, soft food items appropriate for self-feeding

6. Provides objects to push and hold on to as toddlers are learning to walk

7. Encourages use of infant's hands and arms in grasping, swatting, throwing, building, rolling and pounding

8. Allows and encourages the toddler to gain self-dressing skills

9. Encourages toddlers to use motor skills in filling and emptying containers, unscrewing, winding, sorting, and fitting nested objects

10. Assists toddlers with toilet training

C. Social Development

1. Provides babies with moderately stimulating experiences such as music, mobiles, talking, and singing

2. Encourages smiling and cooing by face-to-face play and communication

3. Responds to infants when they seek attention or need comfort

4. Plays such games as patty cake, peek-a-boo, find your body parts such as "where is your nose?"

5. Responds to toddlers requests for help and guidance in a positive way

6. Demonstrates flexibility in handling toddler's beginning skills in taking turns, sharing and waiting

7. Makes storytelling lively with age-appropriate picture books for short periods of time

8. Arranges the room and playthings to encourage toddler independence in making selections and replacing toys

9. Provides materials for "pretend play" and role playing such as dress-up clothes

D. Cognitive Development

1. Provides bright objects with movement that allows infants to follow with their eyes

2. Provides rattles of various sizes, shapes and sounds and helps the infant to grasp them

3. Arranges environment allowing freedom for exploration

4. Plays memory games such as "find-the-object," and "come-and-get-it"

5. Demonstrates how to play with specific toys such as how to hold a toy telephone

6. Shows babies the sameness or difference in objects about the room

7. Provides different textured objects for tactile stimulation

8. Encourages toddlers to find out how a toy works or how an object changes

9. Emphasizes simple concepts such as hot and cold, soft and hard

10. Plays matching and sorting games, such as "all the cars go in the box"

11. Allows children to participate in simple food preparation

12. Talks and sings to the child

13. Repeats sounds made by the child

14. Provides an environment with different sounds

15. Repeats words for objects in picture books, and objects during play

16. Responds positively to all sounds

17. Uses simple commands and phrases for toddlers to respond to such as "put the doll in the bed"

E. Emotional Development

1. Physically and verbally responds to fussy infants
2. Recognizes and allows for individual differences in personality
3. Recognizes and works to preserve the individual preferences and unique qualities of the child
4. Helps children who are discontent return to a contented state by providing comfort and understanding
5. Responds positively to appropriate behavior with praise and encouragement
6. Encourages toddler's awareness of inappropriate behavior and the beginning of self-control
7. Provides opportunities for children to be successful (Cataldo, 1983)

IV. CHARACTERISTICS OF A QUALITY CARE CENTER FOR INFANTS AND TODDLERS

A. A staff-child ratio of one adult to no more than three infants. For toddlers, one adult for six

B. Infants and toddlers must get a lot of individual attention

C. Child's needs are met on an individual basis

D. Positive types of guidance are used with praise, encouragement, positive commands and redirection to avoid problems

E. Parents are encouraged and welcomed to visit their children in the center

F. Daily contact and communication between center and parent

G. Regular parent-caregiver conferences

H. Records are kept of each individual child's daily routines and activities

I. Center conforms to high standards of sanitation

J. Children's health and safety are careful considerations

K. Children go outdoors daily-weather permitting

L. Ongoing staff development

M. Comfortable, friendly atmosphere in the room

N. Caregivers enjoy their work and love the children

O. Children are in cribs or play pens only for sleeping

P. Infants are moved to different areas of the room

Q. Toddlers have things to climb over and under and things to hide in and crawl through

R. The children have a variety of play things to stimulate sensory development

S. Infants are held for bottle feeding

T. Alternate periods of quiet and active play

U. Toys are placed on low open shelves for easy access by the child

V. Mirrors are placed low so children can see themselves

W. Room is decorated at child's eye level with pictures of familiar objects, faces, and friendly animals

X. Floors are covered with easy-to-clean carpet or a rug area is provided

Y. Staff is in good health

Z. Children are always under adult supervision

AA. Adults respond quickly to child's cries

BB. Caregivers play with the children demonstrating how to use imagination in play

CC. Have three or four of the same toy

DD. Toilet training for toddlers is handled with positive encouragement

EE. Sturdy plastic or heavy cardboard picture books are available

ASSIGNMENT SHEET # 1

RESEARCH LICENSING STANDARDS FOR INFANT/TODDLER CAREGIVERS AND CARE CENTERS

DIRECTIONS: Licensing standards are established by various national, state and county agencies. In North Carolina the Department of Human Resources has the responsibility to update and revise standards for day care. Contact the Child Day Care Section of the Department of Human Resources for information on the standards for infants and toddlers in day care. Interview an employee with the agency or read written standards available from this agency to obtain the information needed to complete this assignment.

A. SOURCES OF INFORMATION:

_____

_____

B. LIST THREE LICENSING STANDARDS FOR INFANT/TODDLER CAREGIVERS:

1._____

2._____

3._____

C. LIST FIVE LICENSING STANDARDS REQUIRED OF INFANT/TODDLER CENTERS:

1._____

_____

2._____

_____

3._____

_____

4._____

_____

5._____

_____

ASSIGNMENT SHEET # 2

OBSERVATION OF AN INFANT OR TODDLER CAREGIVER

NAME_____DATE_____SCORE _____

DIRECTIONS: Read the following information:

Caring for Children, Chapter 14
Child Care Aide Skills, Part 2
Infant and Toddler Programs, Chapter 2
Developmentally Appropriate Practice, Part 4

Visit a day care center that cares for infants or toddlers. Observe a caregiver of infants or toddlers. Record evidence of the caregivers involvement in the following responsibilities.

_____

RESPONSIBILITY EVIDENCE OBSERVED

1. FEEDING_____

_____

2. DRESSING_____

_____

3. DIAPERING_____

_____

4. TEMPERATURE CONTROL_____

_____

5. INFANT POSITIONS_____

_____

6. RESPONDING TO CRIES_____

_____

7. USING POSITIVE APPROACH TO DISCIPLINE_____

_____

8. EXHIBIT PATIENT, WARM, LOVING PERSONALITY_____

_____

9. DETECT SMALL CHANGES IN BEHAVIOR_____

_____

10. PROVIDE PARENTS WITH REPORTS OF FEEDING, DIAPERING, ETC._____

_____

11. MAKE DECISIONS ABOUT CHILD'S NEEDS_____

_____

12. RECOGNIZE DEVELOPMENTAL TASKS AND PREPARE FOR NEXT STEPS_____

_____

13. PLAY AND COMMUNICATE WITH THE CHILD_____

_____

14. BALANCE EXPERIENCE FROM QUIET TO ACTIVE_____

_____

15. UNDERSTANDS THE SOCIAL, EMOTIONAL, COGNITIVE, AND MOTOR NEEDS OF THE CHILD

A. SOCIAL DEVELOPMENT_____

_____

B. EMOTIONAL DEVELOPMENT_____

_____

C. PHYSICAL AND MOTOR DEVELOPMENT_____

_____

D. COGNITIVE DEVELOPMENT_____

_____

ASSIGNMENT SHEET # 3

OBSERVATION OF QUALITY CARE FOR INFANT AND TODDLER CARE CENTERS

NAME_____DATE_____SCORE_____

DIRECTIONS: Read chapter 19 in Caring for Children by Draper, Chapters 19 and 28 in Parenting and Teaching Young Children by Hildebrand. Visit a day care center that has an infant and toddler program. Observe in the center and complete the checklist below. Answer "yes" or "no" to each statement.

NAME OF THE CENTER	AGE GROUP	DATE

____1. The staff-child ratio is one adult to three infants or one adult to six toddlers.

____2. Infants and toddlers get a lot of individual attention.

____3. Child's needs are met on an individual basis.

____4. Positive types of guidance are used with praise, encouragement, positive commands and redirection to avoid problems.

____5. Parents are encouraged and welcomed to visit the center and their children.

____6. Daily contact and communication between center and parents.

____7. Regular parent-caregiver conferences.

____8. Records are kept of each individual child's routines and activities.

____9. Center conforms to high standards of sanitation.

____10. Children's health and safety are careful considerations.

____11. Children go outdoors daily-weather permitting.

____12. On going staff development.

____13. Comfortable, friendly atmosphere.

____14. Caregivers enjoy their work and love the children.

____15. Children are in cribs or play pens only for sleeping.

____16. Infants are moved to different areas of the room if they aren't crawling.

____17. Toddlers have things to climb over and under and things to hide in and crawl through.

____18. The children have a variety of play things to stimulate sensory development.

____19. Infants are held for bottle feeding.

____20. Alternate periods of quiet and active play are provided.

____21. Toys are placed on low open shelves for easy access by the child.

____22. Mirrors are placed low so children can see themselves.

____23. Room is decorated at the child's eye level with pictures of familiar objects, faces, and friendly animals.

____24. Floors are covered by easy-to-clean carpet or a rug area is provided.

____25. Staff is in good health.

____26. Children are always under adult supervision.

____27. Adults respond quickly to child's cries

____28. Caregivers play with the children demonstrating how to use imagination in play.

____29. Have three or four of the same toy.

____30. Toilet training for toddlers is handled with positive encouragement.

____31. Sturdy plastic or heavy cardboard picture books are available.

SUMMARIZE AREAS THAT NEED IMPROVEMENT IN THE CENTER OBSERVED:

_____

_____

_____

_____

_____

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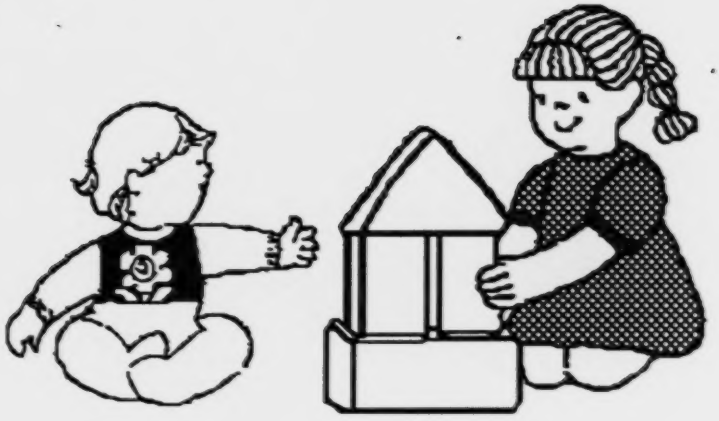
Curriculum Planning for Infants and Toddlers



INFANT AND TODDLER CARE
CHILD CARE SERVICES

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MODULE TITLE
Curriculum Planning for Infants and Toddlers

UNIT:
Infant and Toddler Care

UNIT OBJECTIVE:
The learner will plan and schedule curriculum for infants and toddlers

SPECIFIC OBJECTIVES:

1. Match terms associated with planning and scheduling to their correct definitions

2. Arrange in order steps in curriculum planning

3. State factors that influence curriculum planning for infants and toddlers

4. List suggested activities

5. Select from a list ways to plan a good schedule plan

6. List ways to balance learning activities

7. Arrange in order steps for developing a weekly activity plan

8. Complete a daily/weekly plan

RESOURCES:

Infant and Toddler Programs, Chapter 6
Active Learning For Infants, Cryer, Harms, and Bourland
Active Learning For Ones, Cryer, Harms, and Bourland
Active Learning For Twos, Cryer, Harms and Bourland
Caring for Children, Chapter 21-25
Child Care Aide Skills, Part 2
Oklahoma Guide to Child Care Volume 2, "Unit Planning and Scheduling,"Unit III
All About Child Care, Act III The Infant and Toddler Handbook, Castle

INFORMATION SHEETS
CURRICULUM PLANNING FOR INFANTS AND TODDLERS

I. TERMS AND DEFINITIONS

A. Curriculum-A plan of activities for the children

B. Schedule-The way time is spent while children and caregivers are together

C. Sequential-Following in order

D. Activity Plan-A written outline or chart of activities for children that promote all areas of development

E. Resources-Sources of information

F. Teaching Aids-Additional materials used to make activities more interesting

G. Concept-Specific fact or idea formulated from particular activities

H. Self-Directed Activities-Activities a child can do by themselves

I. Teacher-Directed Activities-Activities that require the teacher to work with the child

J. Child-Proofing-Making all areas of a child's environment safe and hazard free

K. Activity Box-A place to keep everything that is needed for an activity

L. Interest Center-A place that is equipped with toys, materials and necessary space for particular type of play

II. STEPS IN CURRICULUM PLANNING

*Refer to the Oklahoma Guide For Child Care, Volume II, "Unit Planning and Scheduling," Unit III

III. FACTORS THAT INFLUENCE CURRICULUM PLANNING FOR INFANTS AND TODDLERS

A. Loving, caring staff are needed

B. Praise is needed for child's accomplishments

C. Routines are a good time to talk and work with the child

D. Talking and singing are important for language growth and cognitive development

E. Babies should be out of cribs when awake

F. Self-directed as well as teacher-directed activities are needed

G. Rooms and outdoor play space should be "child-proofed" for safety

H. Select toys that are safe with no small pieces or small removable parts
I. Select toys that are washable
J. Have low open shelves
K. Have three or four of the same toys
L. Activity boxes may be used for easy storage and organization
M. Have low hanging toys for younger infants
N. Separate younger babies that are lying or sitting from crawlers and walkers
O. Plan activities ahead of time and have all materials needed
P. Have enough toys and change them often
Q. Teacher-directed activities should be planned for morning and afternoon
R. Self-directed activities should be available through the day
S. Plan for the developmental level of the child
T. Plan for simple games that interest the child
U. Plan activities that stimulate the senses and allow for manipulative experiences
V. Select toys that stimulate imagination and allow for developing skills
W. Balance the selection of toys with items that stimulate all areas of development
X. Select play items that are real such as pots and pans and other household objects
Y. Many activities require individual focus with some small group activities

IV. LIST SUGGESTED ACTIVITIES FOR INFANTS

A. Sensory Stimulation
1. Brightly colored mobiles hung over crib or play area
2. Rattles for shaking and banging
3. Self-feeding with finger foods
4. Eat cotton candy
5. Play with different textures such as texture ball
6. Bubble play
7. Cornmeal play
8. Spaghetti play
9. Water play
10. Sand play

12. Move objects across field of vision
13. Hang objects from the crib
14. Toys with faces
15. Pictures of faces and familiar objects placed at eye-level
16. Play music boxes
17. Outdoor walks
18. Colored see-through plastics
19. Beating on drums
20. Skating bell and other noise makers
21. Play on textured blanket, satin sheet or lamb's wool
22. Touching different shaped objects
23. Holding various weights
24. Bird and pet watching
25. Smelling flowers
26. Smells in the room

B. Problem Solving and Manipulatives
1. Cradle gym for reaching
2. Game of peek a boo
3. Pull toy on a string
4. Hidden object game
5. Build block tower for baby to knock over
6. Dropping objects into a container
7. Emptying games
8. Play with play dough
9. Musical toy with movable parts
10. Bells or gentle noise makers around the crib
11. Set objects upside down for baby to turn over
12. Count objects in play

C. Language and Imitation
1. Talking to babies
2. Sing to babies
3. Face to face interaction
4. Explore and talk abut large pictures
5. Encourage baby to laugh
6. Make baby sounds for imitation
7. Clap hands and wave for baby to imitate
8. Use doll for naming body parts, point to child's own body parts
9. Ask for object, "Show me the spoon"

10. Ask baby to point to pictures in a book
11. Play "patty cake"
12. Mirror play

D. Motor Skills
1. Kicking activities with cradle gym
2. Exercises such as "bicycling," and "wheelbarrow"
3. Message
4. Dancing
5. Change infant's position
6. Cardboard boxes for climbing into
7. Place toy in front of infant for reaching or crawling to
8. Sitting up
9. Rolling over
10. Pulling up
11. Scribbling with crayons
12. Riding piggyback
13. Swinging
14. Climbing on low objects
15. Roll ball back and forth
16. Use toys as walkers
17. Crawl through tunnels
18. Provide finger foods
19. Hold and rock baby in rocking chair
20. Play "Piggy Went to Market," with fingers and toes
21. Tickling games
22. Play patty cake
23. Provide objects for pulling to a standing position
24. Wear a one bead necklace for infant to play with

E. Toys
1. Rattles
2. Soft, cuddly toy
3. Mobiles
4. Squeak toys
5. Push and pull toys
6. Dolls
7. Baby blocks
8. Books
9. Teethers

10. Mirrors
11. Pop-up toys
12. Balls
13. Nesting toys
14. Stocking toys
15. Cradle gym
16. Bath toys
17. Activity centers-busy boxes
18. Play house
19. Indoor and outdoor gym equipment

V. LIST ACTIVITIES FOR TODDLERS

A. Sensory Stimulation (Many of the same activities for infants are appropriate)

1. Nature walks
2. Finger painting
3. Brush painting
4. Play in shaving cream
5. Magic markers
6. Pick flowers
7. Watching real animals
8. Put spice on cotton ball then put in a sock
9. Freely box
10. Ice Painting
11. Tasting new foods
12. Scratch and sniff books

B. Problem Solving and Manipulatives

1. Throw and catch large balls
2. Fill and empty games
3. Building towers with blocks
4. Stack rings on a toy
5. Put hats on and off
6. Tear paper
7. Use a stick to get a toy out of reach
8. Hide objects under blankets or containers
9. Play hide and seek
10. Scribble with crayons
11. Dress and undress

12. Play in play-dough
13. Play with tape
14. Count as you play

C. Language and Imitation
1. Point to and label pictures
2. Retrieval games-send child on errands
3. Puppets
4. Match pictures
5. Read to the child
6. Pretend activities such as "stir the cake"
7. Telephone games
8. Songs, nursery rhymes and finger plays
9. Encourage talking about situations
10. Make animal sounds as you look at pictures
11. Ask questions and teach child to answer

D. Motor Skills
1. Cardboard boxes for crawling in
2. Ball games
3. Climb stairs
4. Objects to push and pull
5. Slide down a low slide
6. Crawl through tunnel
7. Dance to different types of music
8. Comb and brush hair
9. Play "Ring Around the Rosy"
10. Bat a ball suspended on a string
11. Clean tables with large sponge
12. Large shoes for putting on and taking off
13. Paper folding
14. Obstacle course
15. Turning pages

E. Toys
1. Stacking toys
2. Puzzles
3. Dolls
4. Books
5. Toy Telephone

6. Blocks
7. Nesting toys
8. Shape sorters
9. Wind-up toys
10. Large pegs
11. Hammering Toys
12. Riding Toys
13. Push and pull toys
14. Tunnel
15. Take apart toys
16. Large trucks and cars
17. Rocking toys
18. Push carts
19. Indoor and Outdoor Gym Equipment
20. Dress-up materials
21. Housekeeping materials
22. Toys for threading
23. Playhouse
24. Miniature animals and people
25. Bean bag ball
26. Puppets
27. Mirrors
28. Crayons and Paper

VI. WAYS TO PLAN A GOOD SCHEDULE PLAN

A. Establish routines

B. Routines need to be flexible

C. Plan for indoor and outdoor time each day

D. Balance quiet time and active time

E. One caregiver should consistently care for a group of children

F. Keep babies on their own individual schedules

G. Keep records of diapering, feeding and sleeping routines

H. Use routine care time to do activities with the child

I. Balance self-directed and teacher-directed activities

J. Schedule should be current and posted

VII. WAYS TO BALANCE LEARNING ACTIVITIES

(Refer to the Oklahoma Guide for Child Care, Volume II, "Unit Planning and Scheduling," Unit III.)

VIII. STEPS FOR DEVELOPING A WEEKLY ACTIVITY PLAN

A. Meet with teachers and assistants to develop the plan

B. Plan a unit theme, if using this approach

C. Obtain resources and information needed to conduct activities

D. Make a list of activities that will be age-appropriate and will stimulate Social Development; Emotional Development;Intellectual Development; Physical and Motor Development

E. Obtain resources and information needed to conduct activities

F. Plans should ensure that:

1. Personal interaction occurs between child and caregiver
2. Child's position and location are frequently changed
3. There are opportunities to be outside of crib in addition to feeding and diapering
4. Non-walkers have opportunity to safely crawl or creep
5. Routines (sleeping, eating, diaper changing, and playing) are based on individual needs
6. Toilet training is based on each child's readiness
7. Check plans for necessary adjustments
8. Posted weekly

ASSIGNMENT SHEET #1

DAILY SCHEDULE FOR INFANTS AND TODDLERS

DIRECTIONS: Using the resources identified, information sheets in this module, and the sample schedule included, prepare a daily schedule for an infant/toddler program that begins at 6 AM and closes at 6 PM. Use the form provided. You may need to add or delete time slots.

TIME	ACTIVITY

SAMPLE SCHEDULE
INFANTS AND TODDLERS

7:30-9:00	Arrival, greetings and early morning routines (Breakfast, diapering and use of potty)
	Self-directed Activities
9:00-9:15	Circle time with music, songs and finger plays
9:15-9:30	Self-directed Activities
9:30-10:00	Snack
10:00-10:30	Teacher-directed Activities
10:30-11:00	Outdoor Time
11:00-11:30	Lunch
11:30-2:00	Nap Time
	Teacher-directed Activities for those who are awake
2:00-3:00	Snack, Routines (diapering, or potty)
	Self-directed Activities
3:00-4:00	Outdoor Time
4:00-5:00	Self-directed Activities
	Teacher-directed Activities
5:00-6:00	Self-directed Activities

ASSIGNMENT SHEET #2-PART I

WEEKLY ACTIVITY PLAN FOR INFANTS

DIRECTIONS: Using the resources identified, information sheets, and the sample, prepare a weekly activity plan for a group of infants. Use the form provided.

PART II

WEEKLY ACTIVITY PLAN FOR TODDLERS

DIRECTIONS: Using the resources identified, information sheets, and the sample, prepare a weekly activity plan for a group of toddlers. Use the form provided.

CPIT-13

SAMPLE

ACTIVITY PLAN

DATES: May 5-9 **TOPIC** Colors **AGE GROUP** Infants **TEACHER** Spencer

DAY OF WEEK	SENSORY STIMULATION	PROBLEM SOLVING AND MANIPULATION	LANGUAGE AND IMITATION	MOTOR SKILLS
MONDAY	Play in "red" jello	Play hidden object game with "Red Apple toy" under a blanket	Finger Play: "Way Up High In The Apple Tree"	Roll red ball back and forth
TUESDAY	Water Play with "orange"food coloring in the water	Build tower of blocks for knocking over	Show orange objects and name them	Swat at orange balloons
WEDNES-DAY	Eat "blue" cotton candy	Play with blue play-dough	Nursery Rhyme: "Little Boy Blue"	Caregiver wears a blue beaded necklace
THURSDAY	Play in "yellow" cornmeal	Scribble with yellow crayons	Point to pictures in a book, look for the color "yellow"	Yellow cardboard box for crawling into
FRIDAY	Play with "green" texture ball	Green frog pull-toys	Sing song: "Little Green Frog"	Crawl and sit in green grass

CPIT-14

SAMPLE

ACTIVITY PLAN

DATES: September 10-14 **TOPIC** Nursery Rhymes **AGE GROUP** Toddlers **TEACHER** Spencer

DAY OF WEEK	SENSORY STIMULATION	PROBLEM SOLVING AND MANIPULATION	LANGUAGE AND IMITATION	MOTOR SKILLS
MONDAY	Pick flowers	Plant seeds for growing plants	"Nursery Rhyme: Mary, Mary, Quite Contrary"	Play "Ring Around the Roses"
TUESDAY	Peel and eat hard-cooked eggs	Play guessing game with objects inside plastic eggs	Learn the Nursery Rhyme "Humpty Dumpty" using Humpty Dumpty puppet	Roll a plastic egg on the floor
WEDNES-DAY	Put fluffy soft lamb in the housekeeping area or comfort area. Place lamb's wool on floor for sitting	Finger paint with white paint	Sing: "Mary had a Little Lamb" Act out Mary and the Lamb following her	Dance to music of "Mary had a Little Lamb'
THURSDAY	Play with old alarm clock, hear alarm and turn hands on clock	Put alarm clock in housekeeping area and work puzzles of mice	Nursery Rhyme: "Hickory Dickory Dock"	Throw balls, talk about "up" and "down"
FRIDAY	Play with different textured mittens, Place stuffed cats in the comfort corner	Play with three stacking rings, Count to three	Story: "Three little Kittens Who Lost their Mittens"	Play in water and wash mittens

CPIT-15

ACTIVITY PLAN

DATES:_____ TOPIC_____ AGE GROUP_____ TEACHER_____

DAY OF WEEK	SENSORY STIMULATION	PROBLEM SOLVING AND MANIPULATION	LANGUAGE AND IMITATION	MOTOR SKILLS
MONDAY				
TUESDAY				
WEDNES-DAY				
THURSDAY				
FRIDAY				

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Environmental Space for Infants and Toddlers

INFANT AND TODDLER CARE
CHILD CARE SERVICES

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MODULE TITLE:
Environmental Space for Infants and Toddlers

UNIT: Infant and Toddler Care

UNIT OBJECTIVE: The learner will design environmental space for a child care center.

SPECIFIC OBJECTIVES:

1. Match terms associated with environmental space design to their correct definition.
2. State factors to consider when planning indoor space.
3. State factors to consider when planning outdoor space.
4. List interest areas for common to both infants and toddlers
5. Match interest areas for infant to their correct description.
6. Match interest areas for toddlers to their correct description.
7. Design indoor space for infants and toddlers.
8. Design a playground.

RESOURCES:

A Good Beginning for Babies. Anne Willis and Henry Ricciuti, Chapter 9, pp. 133-143
Infant and Toddler Programs, Christine Z. Cataldo. Chapter 5, pp. 86-108
Active Learning-Planning for Infants and Planning for Ones, Cryer, Harms, and Bourland
Pre-K Today, Scholastic "Room Arrangement," Karen Miller
Infant Caregiving, Chapter 8
The Infant and Toddler Handbook, Chapter 2
All About Child Care, Act II
Caring For Children, Chapter 23

INFORMATION SHEETS
ENVIRONMENTAL SPACE FOR INFANTS AND TODDLERS

TERMS AND DEFINITIONS

A. Environment-Everything that is in a room or outdoor play area that is used for child care

B. Interest Areas- Special areas of indoor or outdoor space where certain kinds of activities are provided for the child

C. Space- area available for use in meeting child care goals

D. Path- empty space indoors or outdoors that allows for movement from place to place

E. Auxiliary Space- Areas unavailable for children's play such as storage, hallway, kitchen, or bathroom

F. Dead Space- Large empty areas of space that are conducive to running or wrestling

II. FACTORS TO CONSIDER WHEN PLANNING INDOOR SPACE

A. General Considerations

1. Age group to be using the space
2. Ventilation
3. Finances available
4. Number of children to be using the space (a minimum of 25 square feet is required per child in North Carolina)
5. Visual appeal
6. Traffic patterns arranged for logical flow
7. Sinks are located near areas of need such as feeding and diapering areas
8. Separate sinks for feeding and diapering areas
9. Equipment arranged based on the functional areas of the program
10. Adequate storage areas inaccessible to children
11. Individual storage space for each child
12. Telephone in each room
13. Half doors between rooms allowing better visibility for caregivers

B. Play Area

1. Clear spaces are needed for walking babies and younger toddlers
2. Pathways clear of toys
3. Quiet areas are needed to avoid overstimulation

4. Interest areas available for exploration
5. Equipment should be smooth, low, sturdy, and proportioned
6. Toys selected and examined for safety
7. Soft easy to clean carpeted or rug area
8. Low open shelves for easy supervision and self selection of toys
9. Low window so that babies and toddlers can look out
10. Shelves, cubbies, and cabinets that could fall over on children secured to the wall or floor
11. Unbreakable mirrors attached to floor or walls
12. Sturdy low objects for pulling to a standing position
13. Protection of younger infants from older infants
14. A soft area with mattress, pillows and soft toys
15. Things to crawl in and out of
16. Raised platforms four inches higher than the floor for crawling on and off
17. Inclined areas for crawling up and down
18. Small objects such as paper clips, or screws kept off the floor
19. Rimmed tables that prevent objects from falling off
20. Quiet areas separated from noisy, active areas

C. Feeding Area
1. Easy to clean tile floors
2. Kitchen or refrigeration and heating equipment located near to playroom
3. Comfortable chairs for adults to sit while bottle feeding or for nursing mothers
4. Low individual feeding tables for infants and regular small tables and chairs for older infants and toddlers

D. Diaper Changing Area
1. Mobiles, pictures, music, rattles and other play things in the diaper area
2. Bulletin area for record keeping
3. Storage for diapering supplies, disinfectants and dirty diapers
4. Changing table or counter a comfortable height for adults
5. Arranged with everything within reach of the diaper counter
6. Changing counter arranged for supervision of other children
7. Diaper pail is stored in closed area where children cannot explore

E. Sleeping Area

1. Sleeping areas are separated from activity areas yet allowing for staff to hear and see babies
2. Area is quiet and lights can be dimmed
3. Cribs are spaced to allow a reasonable distance between children's heads and a walking space between cribs

F. Entrance Area
1. Bulletin boards have information in clear view for parents
2. A comfortable sitting area where parents can take off and put on child's outerwear upon arrival and departure

III. FACTORS TO CONSIDER WHEN PLANNING OUTDOOR SPACE

A. Space available

B. Number and age of children

C. Outdoor play daily (weather permitting)

D. Attractive with trees, flowers and shrubbery

E. Variety of playing surfaces with different textures such as grass, sand and sidewalk

F. Fenced separately from outdoor play areas for older children

G. Protection from too much sun with shaded areas

H. Staff-child ratio maintained outdoors

I. Area kept clear of small objects that babies will put in their mouths

J. Low climbing structures and small riding toys

K. Padding around climbing structures and swings

L. Water play area for warm weather

M. Horizontal railing about 18" high for infant "cruising"

O. Variety of play units

IV. INTEREST AREAS COMMON TO BOTH INFANTS AND TODDLERS

A. Outdoor Area

B. Book Center - Cardboard books, cloth books, pictures are good for infants. More variety for toddlers

C. Diapering Area

D. Rest Area

E. Individual Storage Area - Each child needs a special place of their own to store belongings

F. Parent Area - promotes parent-staff communication

G. Comfort Area - A quiet area to calm an infant or a place for an older child to retreat for comfort and coziness (Cataldo, 1983)

V. INTEREST AREAS FOR INFANTS

A. Rattle Corner-an assortment of rattles and squeeze toys provided for infants in a seat, lying on the floor, or held by an adult

B. Reaching Center-an area with mobiles or other hanging objects that infants can pull, bat and reach for

C. Sensory Center-an area with a variety of textures, sizes, shapes, sounds, and colors

D. Manipulative Area-Busy boxes, open and shut toys and other toys infants can explore

E. Interaction Game Area-An area where infant and adult can play peek-a-boo, patty cake, finger plays, and other interactive games--A special place would not be required for these activities

F. Exercise Mat-a soft clean padded area for infants to move and play--Infants should spend waking hours playing outside the crib

G. Water Table-a container with only a few inches of water for splashing, pouring and floating objects

H. Feeding Tables-low individual feeding tables near a sink for easy clean up

I. Puppet and Doll House-dolls, doll accessories and puppets placed in a houselike structure (Cataldo, 1983)

VI. INTEREST AREAS FOR TODDLERS

A. Creative Art Area-an area with paints, crayons, paper, paste and other materials that promote creative expression

B. Music Area-an area for singing, listening to music, and moving to the rhythm of music

C. Block Area-an area with blocks for building--A variety of types of blocks may be used in this area

D. Science Area-an area for placing items related to science such as plants, shells, nests, fish or other natural objects

E. Housekeeping/Dress-Up Area-an area for props, dress-up, housekeeping, child sized furniture, and play sets of miniature people.

F. Identity Area-an area to help the toddler develop self-identity--Mirrors and pictures of children, family members, and pets are included

G. Manipulative Area-toys to manipulate, toys to take apart, puzzles, shape boxes, and sorting toys that challenge the child's thinking skills

H. Sand Table-a low table containing sand and equipment for shoveling, pouring, and filling--This table may be filled with other materials such as corn- meal or rice

I. Gymnastics Area-a carpeted floor area for large motor skills--Large equipment for climbing, balance, rocking or swinging can be used in this area

J. Play-dough Table-a small table with play dishes and other props for use with play-dough and clay

K. Water fountain, Sink, and Bathroom Area-an area to promote independence in washing and using the toilet--Low child size equipment used in this area (Cataldo 1983)

ASSIGNMENT SHEET # 1,
PART I
DESIGN INDOOR SPACE FOR INFANTS DIRECTIONS

Using the guidelines in the information sheets, the sample, the sheet of templates, and other resources identified in this module; design on graph paper an indoor environment for infants. Include the following in your design:

A. Furniture and Large Equipment

B. Exits

C. Bathrooms

D. Storage

E. Walls

F. Windows

G. Four or more activity areas

Answer general descriptive questions about your design before drawing on graph paper.

1. How many infants will use this space?
2. How many adult caregivers will use this space?
3. How many square feet is provided for each child?

PART II
DESIGN INDOOR SPACE FOR TODDLERS DIRECTIONS

Using the same directions for Part I and the information below, design the indoor environment for toddlers on graph paper. Include the following in your design:

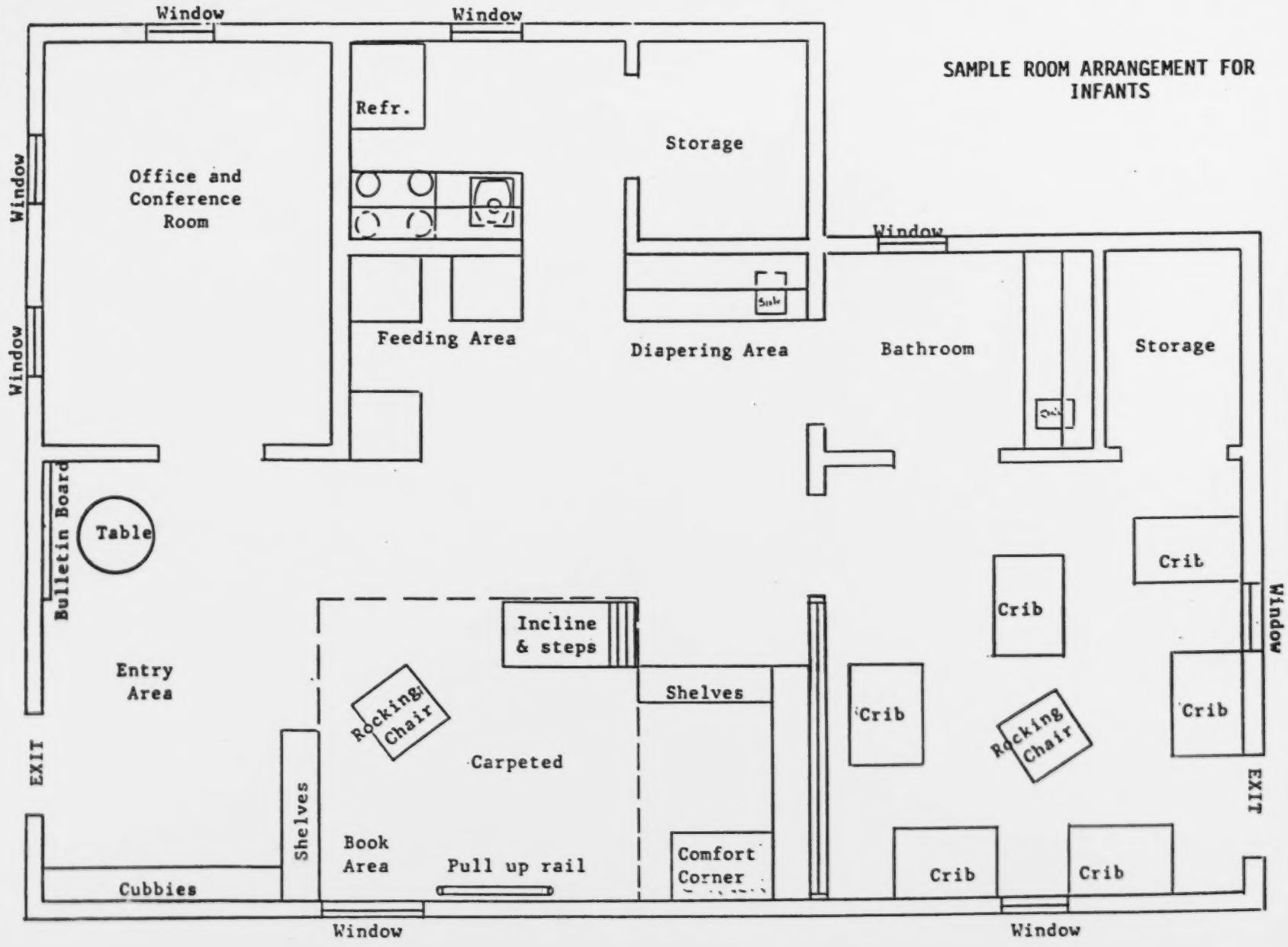
A. Furniture and Large Equipment
B. Exits
C. Bathrooms
D. Storage
E. Windows
F. Walls
G. Six or more activity areas

Answer general descriptive questions about your design before drawing on graph paper.

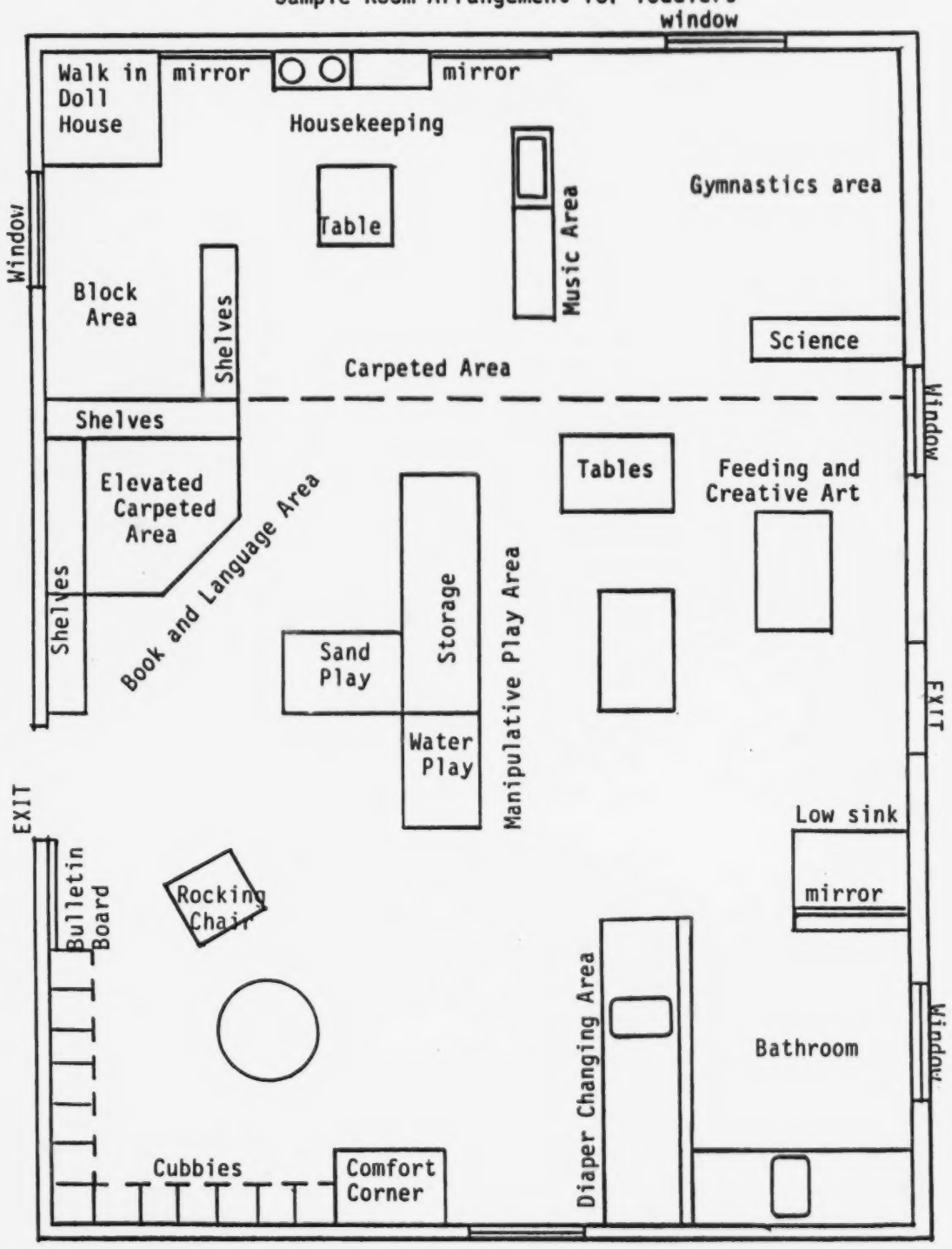
1. How many toddlers will use this space?
2. How many adult caregivers will use this space?
3. How many square feet is provided for each child?

ESIT-10

SAMPLE ROOM ARRANGEMENT FOR INFANTS

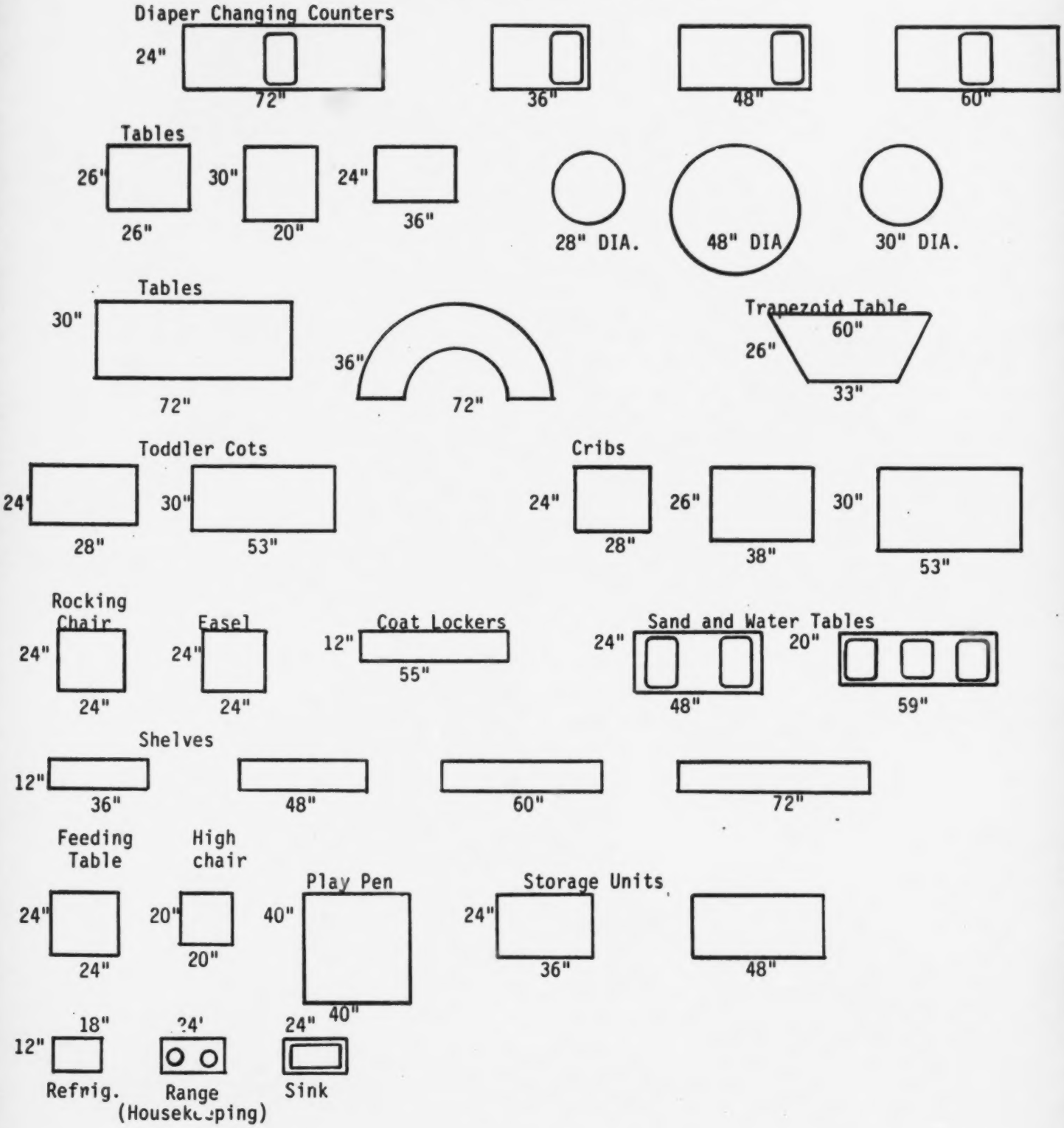


Sample Room Arrangement for Toddlers



Scale ¼"=1'0'

DAY CARE CENTER TEMPLATES SCALE = 1/4" = 1'0'



Scale ¼" = 1

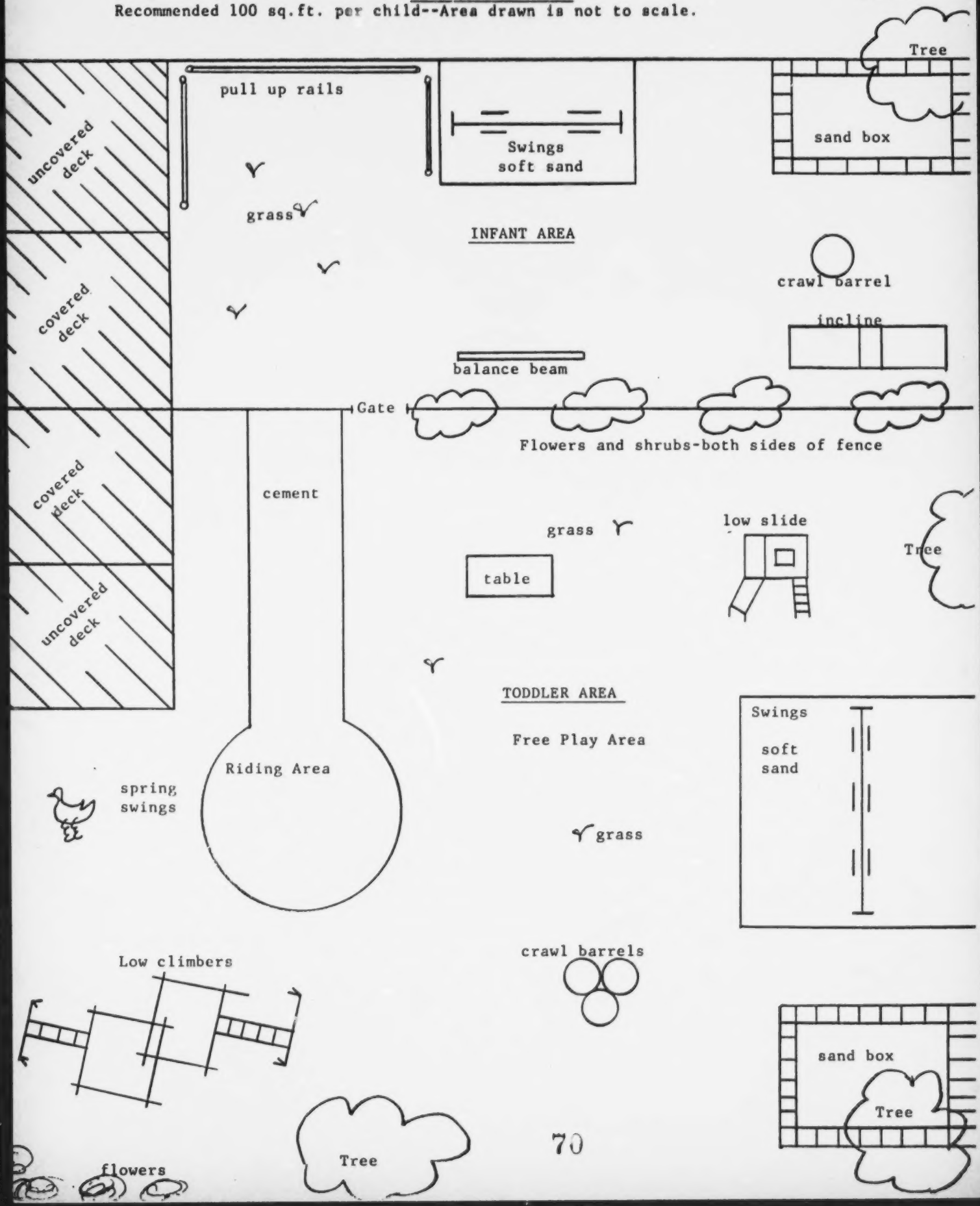
ASSIGNMENT SHEET # 2
DESIGN A PLAYGROUND FOR INFANTS AND TODDLERS DIRECTIONS

Study the following design of a playground. Using licensing regulations, information sheets and other resources identified in this module, design a playground for infants and toddlers. The playground should be designed for the same number of children identified for indoor space in Assignment Sheet #1.

ESIT-15

OUTDOOR PLAY AREA

Recommended 100 sq.ft. per child--Area drawn is not to scale.



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